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Annual Report

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**Annual report of the Board of Trustees of the Wisconsin Deaf & Dumb Institute
<1852>-1853**

**... Annual report of the Trustees and Officer of the Wisconsin Institute for the
Education of the Deaf and Dumb 1854-<1861>, <1868>**

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THIRD ANNUAL REPORT

OF THE

TRUSTEES AND OFFICERS

OF THE

WISCONSIN INSTITUTE

FOR THE

EDUCATION OF THE DEAF AND DUMB,

FOR THE YEAR 1854.

MADISON:

BERIAH BROWN, STATE-PRINTER.

1855.

TO HIS EXCELLENCY WILLIAM A. BARSTOW,

Governor of the State of Wisconsin:

I have the honor of presenting you herewith, the third annual report of the Trustees of the "Wisconsin Institute for the education of the Deaf and Dumb," by order of the board of trustees.

WM. C. ALLEN, Secretary.

DELAYAN, Dec. 25, 1854.

BOARD OF TRUSTEES.

HON. WM. C. ALLEN, HON. SALMON THOMAS,
O. W. BLANCHARD, M. D. H. HUNT, M. D.
N. M. HARRINGTON, J. D. MORRELL, Jr.
REV. P. W. LAKE, J. C. MILLS, M. D.
 HON. C. BETTS.

OFFICERS OF THE BOARD.

President—H. HUNT, M. D.,
Secretary—Hon. WM. C. ALLEN,
Treasurer—N. M. HARRINGTON.

INTELLECTUAL DEPARTMENT.

Principal—LOUIS H. JENKINS, A. M.,
Professor—HIRAM PHILLIPS.

DOMESTIC DEPARTMENT.

Physician—O. W. BLANCHARD, M. D.,
Matron—Mrs. ADELIA T. JENKINS.

REPORT OF THE TRUSTEES.

The board of trustees of the "Wisconsin Institute for the education of the Deaf and Dumb," submit to the legislature of this State, their third annual report, for the year A. D., 1854.

During the past year the Institute has been unusually prosperous, under the management and control of Louis H. Jenkins, A. M., our present able and efficient principal, and we deem it but justice to him to state that, owing to his untiring perseverance, energy and skill in managing and teaching this unfortunate class of persons in our State, who are deprived of the sense of hearing, the school has advanced beyond our most sanguine expectations, and we feel highly favored in securing his eminent services; and the board of trustees now flatter themselves, that no institution of like character in the United States was ever more permanently fixed in the same length of time, with so small means as was placed in the hands of the trustees for the purpose of starting the enterprise. The health of the pupils has been uninterrupted; their conduct and progress in learning have been highly gratifying, and everything in and about the buildings presents a cheerful and inviting appearance.

The board had, previous to their second annual report, nearly completed a building thirty by forty-four, two stories high, besides the basement and attic. That building is now finished, in which the school has been taught since the month of January last.

The legislature, at its last session, made an appropriation of nine thousand dollars to this institute, as follows: Two thousand dollars for the support of the Institute during the past year, and the

sum of two thousand dollars for the erection of out buildings fences and other needful fixtures, to be paid out of any money in the treasury, not otherwise appropriated, and the further sum of five thousand dollars for the erection of the east transverse wing of the Institute building, according to the plan heretofore delivered to the Governor, one half of which was to have been paid the present year, and the other one-half in the year eighteen hundred and fifty-five, out of any money not otherwise appropriated.

In view of this appropriation, the trustees designed to have during the past year, erected the out-buildings, fences, and made the needful fixtures anticipated by the act of appropriation, and accordingly despatched one of their members to Madison to draw from the treasury of the state the amount of money due from it for that purpose. And on presentation of the order of the trustees, and the necessary bond required by the act making the appropriation, was informed by the treasurer, that there was no money in the treasury, and that the amount to which they were entitled could not be paid out of the treasury until the next year.

The trustees on being informed that the treasury of the State was empty, and that they would be unable to receive any money anticipated by them by the act of appropriation, until another year, felt deeply embarrassed, believing that they should be obliged to abandon all idea of erecting the out-buildings, fences and making the needful fixtures so highly necessary, and almost indispensable for the comfort and convenience of the pupils, and those who had them in charge ; and in addition to this calamity (for in such manner they felt it,) there was no money in the hands of the trustees to defray the expenses of the institute for the current year. The school, the trustees saw, would have to break up for the time being, unless they should raise the money upon their own credit to defray the expenses during the past year. They accordingly passed a resolution, that they would raise the sum of two thousand dollars upon their own note, payable in one year, at 12 per cent. interest, that being the lowest rate of interest on

which they could obtain the money. The sum of two thousand dollars was obtained in this manner, which has enabled the trustees to keep the schools going, and pay debts which had been necessarily incurred, and which were being pressed for payment by the creditors.

The pupils having greatly increased in numbers, and were continually increasing, so much so, the trustees found that the building alluded to in their second annual report, would soon be inadequate to accommodate all the pupils which would be under instruction, and to obviate this difficulty, in anticipation of the appropriation already made, that they would be able to receive the whole sum of five thousand dollars, specially appropriated, for the purpose of erecting the east transverse wing above alluded to, they entered into a contract with Thomas Balls, Esq., the enterprising builder who erected the first building, to erect the east transverse wing, for the sum of five thousand dollars, he being the lowest bidder, to do the same according to the plan and specifications. And by the terms of the contract which the trustees made with him, he is to receive his pay therefor in the present month, the trustees believing that money would be in the State treasury by that time, to enable them to draw the five thousand dollars, and meet their engagement with him.

This building is of brick, the walls of which were put up during the last summer, under the superintendence of B. Sturtevant, Esq., a faithful and excellent mechanic, who has done himself great credit in the execution of the work. It is three stories high, besides the basement and attic, and will favorably compare in beauty and solidity with the best public buildings in this State. The roof is now on, the windows in, and all in a state of forwardness, promising a speedy completion.

By reason of the trustees not being able to draw the money appropriated for the erection of out-buildings, fences, and other needful fixtures, they have not been able to do anything towards their construction, excepting to furnish a good supply of pure water for the Institute, which they accomplished by the means of

a water ram, that furnishes a stream of pure cold spring water at all times,—much to the comfort and advantage of all members belonging to the Institute.

The number of pupils which have been in attendance and under instruction during the past year is 31 ; the amount which has been expended during the past current year, for the necessary expenses in supporting the Institute, is \$3,751 06.

In making an estimate for the support of the Institute during the year A. D. 1855, the trustees cannot bring it lower than six thousand dollars, including the hire of teachers, help, and other indispensable and necessary expenses ; and to do this it is necessary to be exceedingly economical,—denying to the teachers and pupils privileges and comforts afforded to them in like institutions in other States ; but these minor comforts and privileges they are willing to forego, for the present, and until the State shall become more able to grant this claim.

The trustees therefore ardently hope that the legislature will at an early day of this session make an appropriation to said Institute in a sum not less than six thousand dollars, and in asking for this sum they do not do it because it is more than they want, but they ask it as the lowest sum which will meet the current expenses of the Institute for the year A. D. 1855, and they know of no object in this State for which an appropriation could be made that is more worthy and deserving, and has stronger claims on the munificence of the state, than the claim of these unfortunate persons, deprived of the sense of hearing. And now it is no longer an experiment to be tried whether the deaf and dumb can be taught an education to qualify them for the enjoyment of the blessings of a free government, and obtaining the means of subsistence and the discharge of those duties, religious, social and political, devolving upon American citizens, but the experiment has been tried and found that it can be done, and hence a class of persons, only a few years ago, who, as it was supposed, were useless to themselves and to society, can be made under proper instruction, useful citizens, and whilst the other states are fostering institutions of

this character, to educate her deaf and dumb, the trustees of this Institute confidently trust, the legislature of this State will not be slow in doing their duty in a like manner. To refuse it would not be characteristic of the age in which we live, or the people of this State, for it is one of the main objects of our State, to give every child within her domain, the means of obtaining an education, and the State has been unspairing (and justly so) in lavishing her means to maintain a system of free schools, secured to none in any other state or country, to educate her children which are in the full possession of all their senses. Extend then, and continue this noble object to those children of our State, who have been so unfortunate as to be deprived of the sense of hearing. They, too, can be educated and made respectable and valuable citizens, without which they are a burden to themselves, to their friends and to the State.

The trustees have secured the services of Hiram Philips, a mute, and graduate of the Ohio Institution for the education of the deaf and dumb, as a teacher. He is a young man, exceedingly well calculated for teaching, possessing fine attainments for one of his unfortunate class; fine address, pleasing manners, and in every way calculated to win the respect and esteem of the pupils under his charge.

It is confidently believed by the board, in order to carry out the whole plan of instruction, as it is done in the other states in like institutions, it is now time for the legislature to make an appropriation to the Institute for the purpose of erecting a suitable building, to enable the board to establish some useful trade to be taught to the male pupils, that when they leave the Institute they will be prepared to engage in a respectable calling for their support and maintainance. It is a fact well ascertained, that a large majority of the mutes of this State are of poor parentage, possessing little or no financial ability to aid their unfortunate aspirings, aside from clothing them while under instruction, and hence the necessity can be easily seen that it is not only necessary to educate them in the common branches of education, but they should be taught

some useful trade in which they may engage after leaving the Institute, and are thrown upon the world to provide for themselves. This can be easily done and with but a trifling expense to the State, except the building, tools and the stock to be laid in to be manufactured.

In the state of Indiana the Deaf and Dumb institution has two buildings erected, in which separate trades are carried on. One is coopering and the other is that of making boots and shoes. And the result of the experiment is highly gratifying, and has succeeded beyond the anticipation of its board of managers. The mute, experience has proved, easily acquires the use of tools, and readily comprehends most of the mechanical arts, and when properly taught succeeds in making a good mechanic.

The board therefore ask the legislature to make an appropriation at this session in the sum of fifteen hundred dollars for that purpose, and the board would here particularly state, that they have made a close examination on this subject matter, and the sum of fifteen hundred dollars is the lowest sum that will enable them to build a suitable building, purchase tools, and material to be manufactured, and to hire some experienced mechanic to work and teach the pupils the trade.

The present buildings, when fully completed, will not accommodate more than sixty pupils, together with all necessary help, officers and teachers; and at the rate of increase in the Indiana and Illinois institutions for the education of the Deaf and Dumb, which is about twelve each year since they were established, would give to this institute at the end of four years, nearly or quite eighty pupils, an entirely greater number than the present building can accommodate. And taking the increase of this institute per year, since it was first started, which has been at the rate of fifteen per year, we find that the number of pupils will be eighty at the end of three years.

This demonstrates the necessity of providing at as early a period as possible, more room for the pupils, and to do this, it will be necessary to commence the erection of the main building as soon

as next summer, so as to be able to complete it in time to meet the wants of the institute. The whole cost of the main building according to the last and closest calculation which the trustees are able to make, taking into consideration the present price of materials, labor, &c., will be thirty thousand dollars. The trustees therefore ask that the sum of ten thousand dollars be appropriated for the year 1855, the sum of ten thousand dollars for the year 1856, and the sum of ten thousand dollars for the year 1857. With these appropriations the trustees will be enabled to make a contract to complete the building by the time the last appropriation can be drawn from the treasury. By making the appropriation of thirty thousand to be drawn in three equal installments, makes it come comparatively easy on the treasury, enables the trustees to complete the building in time to accommodate the pupils, and will furnish full time to commence and complete the building in a good and substantial manner.

Respectfully submitted,

WM. C. ALLEN, Secretary.

H. HUNT, President.

REPORT

Of the Committee constituted by the Board of Trustees of the Institute for the education of the Deaf and Dumb of Wisconsin, to visit the like Institutes of Ohio and Indiana :

Gentlemen of the Board of Trustees :

The undersigned, chairman of the committee chosen at your last meeting, to visit the Institutes of Ohio and Indiana for the deaf and dumb, would respectfully ask to submit the following report, as the result of the mission to said Institutes :

At 7 o'clock, A. M., on Tuesday, the 14th ultimo., your committee left Delevan for Indianapolis and Columbus, and arrived at the former place in the afternoon of the following day, and on the succeeding morning, November 16th, called on Mr. McIntyre, the superintendent of the Indiana Institute for the deaf and dumb. Mr. McIntyre received us with great cordiality, and treated us with much kindness and attention.

The better part of the day he devoted exclusively to exhibiting the classes and their exercises ; the structure and arrangement of the buildings, the grounds, out buildings, mechanical department, green-house, mode of warming, ventilating, &c. ; and closed with a brief but very interesting dissertation on various topics intimately connected with the object of our visit, embracing mode of teaching, the importance of establishing a mechanical department in connection with these institutes, the duties and labors of teachers, officers and pupils ; and commented very candidly and practically upon the failure of plans, previous attempts at warming that institute, and other public establishments, &c.

We would not omit to mention that we accepted the very polite invitation of the Superintendent to dine with them at the Institution.

We were conducted into a spacious hall or dining room in which were congregated some 150 pupils and 8 teachers, with our host to preside. The female pupils occupied one end of the hall and

the male pupils the other, while the superintendent, teachers and company sat at a transverse table in the centre.

After a blessing by Mr. McIntyre in the sign language, which was very appropriate and solemn, we partook of as excellent a meal as we could have desired on any occasion.

The pupils were under remarkably good discipline and were well behaved, and a more interesting company of young gentlemen, engaged as teachers in this Institution, we remember never to have seen in any institution of learning in our country.

The buildings of this establishment are claimed by the friends to be the best that are now completed in the United States. How this is, your committee are not prepared or called on to decide. But we are justified in saying that the main edifice is a splendid building, substantial in structure, elegant and tasteful in architecture, and harmonious in proportion, and surrounded by one of the most tastefully arranged grounds to be found in the west.

The walks were in admirable condition, and the grounds decorated with a profusion of evergreens, flowering shrubs, together with some fine full grown specimens of the native forest trees, all of which are tastefully arranged, reflecting much credit upon those concerned in originating and carrying out the design of the same, rendering this place a delightful retreat and home for this unfortunate class.

On Friday, 18th, left Indianapolis for Columbus, Ohio, in which city we arrived at 4 o'clock, P. M., of the same day. The following morning, (19th) called at the institution for the deaf and dumb in time to attend morning chapel exercises. We were cordially welcomed by its honored head, the Rev. Mr. Stone, A. M.

As the structure of this institution is old and rather dilapidated we were particularly interested in the more important and vital part, the pupils and their education, and of these we cannot speak in terms of too high praise.

This institution has been in successful operation nearly thirty years, and now numbers over 160 pupils. These are divided into 8 classes.

By the kindness of Mr. Stone, we were shown the entire establishment. We were particularly interested in the high degree of the moral and mental culture of the pupils, their cleanly appearance and polite behavior. Intelligence, goodness of heart, cheerfulness and contentment of mind, were exhibited in the countenances of nearly every pupil.

The contemplated new building of which we saw the plan and elevation, will be just what is needed.

It is proposed to erect this edifice upon the present site, a ten-acre lot, near the centre of the city, a beautiful, as well as a very valuable location.

Monday morning, 20th, left for home, via. Indianapolis, Mich. City, and Chicago, and arrived home Oct. 21st.

After thus briefly stating some of the leading facts and incidents connected with our visit to the two above named institutions, we will devote a few moments to the consideration of those conclusions at which your committee have arrived applicable to our own Institution.

1. This institution must be the home of its pupils for the space of 7 or 10 years.

It is difficult to conceive fully the misfortune of deafness to the human mind.

The great means of communicating ideas to the mind and understanding is that of speech, and of this the deaf mute can know nothing; forever deprived of the sense of hearing, the mind would be doomed to perpetual ignorance, but for the sign language. But we are happy to say that this modern invention, or we might, with great propriety, call it a creation, is a marvelous though not an equal substitute for that of articulate sounds. The progress of educating the almost latent powers of the mind of the deaf mute is consequently slow and extremely difficult, requiring constant, scientific, thorough and protracted application both on the part of teacher and pupil. This takes up so much time of youth after 10 or 12 years of age, the period at which they are admitted into the like institutions, that it is necessary that the asy-

lum be made the home of this class of children. And therefore, the buildings are; and of necessity must be, constructed with reference to these important facts.

The institution must be the home of the deaf mute pupils. The superintendent assume the capacity and responsibility of parent, and the pupils become brothers and sisters. Here they must live and attend school, go to church, and also here they ought to learn some useful trade or occupation, suitably preparing them to enter upon the business of life with a fair prospect of earning a livelihood and becoming useful members of society.

2. Intimately connected with the above conclusion is this, that the system of education should be complete in all its parts, adapted to the constitution and wants of humanity. Man is constitutionally a moral, intellectual and animal being, and the corresponding wants are religion, intelligence and bodily comforts. Education, in its full and appropriate sense, consists in developing the whole man in symmetrical proportion, preparing him to act in his several spheres efficiently and as the creator designed.

So far as we know, the religious and intellectual branches of education are united in the various institutions for the deaf and dumb in the United States.

But here some of them stop; the mechanical or manual department is omitted. But all acknowledge their importance, at least this is the case at Columbus.

We would recommend that the board, at an early day as possible, adopt one or more of the mechanical trades as a part of the education of the male pupils. Amongst them coopering and cabinet making stand first. The cooper shop at the Indiana institute made clear of all cost over \$160 the present year. It is not, however, the profit that should be exclusively taken into the account—it should be instituted even if it did not pay in dollars and cents, for the acquirement of a trade only is a branch of education that should in no case be omitted.

3. With regard to our own state institution, though in its infancy, still after visiting others of riper years, and examining near-

ly all the plans of the various institutions in the country, we feel some degree of pride in knowing that so far as ours is constructed and put into operation it is nearly all that could have been desired, and more than could have been expected, considering the circumstances and limited means the trustees have labored under. Its economy of arrangement and the beauty of architecture, considering the cost, is not probably surpassed by any similar institution in America. During our visit we have received some important hints that will materially assist the future operations in building, heating, cooking, &c. Still the plan is in the main pronounced by excellent judges as very good, and the order of architecture unsurpassed. We are warranted in saying that when the entire edifice is erected and completed it will be just what is needed and an honor to the state.

We would also say that so far as we are capable of judging, the ability with which your Institution is conducted under the supervision of L. H. Jenkins, its present superentendent, it will compare favorably with either the Indiana or the Columbus institutes.

H. HUNT, Ch'n.

REPORT OF THE PRINCIPAL.

To the Trustees of the Wisconsin Institution for the Education of the Deaf and Dumb.

GENTLEMEN:— The year just closed terminates the first year of my labor, as Principal of this Institution. It has been a year emphatically of pioneer labors, a year fraught with many solitudes; but a year to which I can look back in after life as one in which, with yourselves, I bore a part in establishing the discipline and order of an institution which will continue to impart intelligence and happiness to many an unfortunate mute, when we as individuals shall be forgotten.

He who is called to take the direction of a State Institution in its infancy, enters upon a work of great responsibility. The spirit he imparts to its affairs for years will exert an influence. The modes of procedure which he is instrumental in adopting will become precedents which will exert a binding influence upon its affairs, and will either retard or facilitate its usefulness. If a lax state of discipline be permitted in the infancy of institution it only paves the way for future troubles and difficulties. On the contrary, if obedience to law be enforced, and respect for authority inculcated, the happy effect is seen in the order of the institution, and in the good character of its graduates. These principles apply to the management of any literary institution, but they apply with still greater force to the management of a Deaf and Dumb Institution, whose pupils with a few exceptions have been subjected to little or no discipline before entering the institution. The Principal was fortunate in securing the co-operation of a Board of Trustees who, influenced by such considerations, adopted a body of rules for its government, whose efficacy had been demonstrated in the institutions of the older states. The wisdom of their adop-

tion has already been seen in the marked change that has taken place in the deportment of the pupils; a change which has been observed not only by their instructors but by the community. If the deaf and dumb could make no advancement in literature, but could only be improved in their personal habits, and in their conformity to the rules of good society, an effort at such improvement would be worthy of the labor it demands. This Institution has enjoyed a vantage ground in this respect, having thus availed itself of the rules that have been proved by long experience to be so well adapted to deaf-mute education. The beneficial results already exhibited, are but a tithe of what will yet be seen, for by them we will be enabled to avoid rocks and quicksands, which embarrassed the early instructors of the deaf and dumb.

As soon as possible after entering upon my duties, I visited, with several of the pupils, prominent places in the State, for the purpose of exhibiting the method of instruction and calling the attention of the public to the subject of deaf-mute education. I shall ever remember the kind reception which was extended to us by his Excellency Governor W. A. Barstow, and the deep interest he manifested in the subject of deaf-mute education. In every place where I presented the subject, they were impressed with the conviction that the State should place its benevolent institutions upon no ephemeral basis, but should afford them aid commensurate with their necessities.

I have to record the loss the Institution has sustained in the resignation of Mr. F. K. Phoenix, a member of the Board of Trustees and its former Secretary. The resignation of Mr. Phoenix was occasioned by his removal to a sister State. His services to the Institution have been most valuable. He contributed the beautiful site on which it is located. He shared with the other members of the Board in the pioneer labors of its establishment, and he always rendered to the Principal his most efficient sympathy and support.

The services of Prof. Hiram Phillips, a deaf mute gentleman has been secured in the intellectual department. He is a graduate

of the Ohio Institute for the Deaf and Dumb, and while connected with it was distinguished among his class mates for his proficiency in his studies. Mr. Hubbell who was superintendent of that Institution for over a period of twenty years, thus speaks of him :

"I consider him number one, or about that, of all my pupils, graduates of the Ohio Deaf and Dumb Institution." The late Rev. J. Addison Cary, for nineteen years a professor in the New York Institution and also Superintendent of the Ohio Institution recommended him as a suitable person for an Instructor and remarked of him, that he was one of the ablest mutes with whom he had been acquainted. Instructors in other Institutions will know his qualifications, when I say that he can with ease read and enjoy the standard works of English literature. He entered upon his duties at the commencement of the present term, in September last, and has fully equalled the opinions I had formed in respect to his fitness for the responsible position of an Instructor. The most important requisite for a mute instructor, after moral character, is such an acquaintance with the English language as to be able to understand its idiomatic structure, and use it with grammatical correctness. Those who have never attempted to teach the English language to a mute or to a foreigner have a very slight idea of its idiomatic difficulties. A mute teachers' knowledge of the English language should be so perfect that he could converse in it with ease, and with such ease, that he would prefer it to the sign language. He should thus make use of manual alphabet in conversation, more than that of the language of signs, and by his example, the pupils would be stimulated to the daily use of the words they had acquired in their several classes, and would thus make far greater proficiency in the acquisition and knowledge of the language by which alone they can have communication with the community among whom their lot may be cast after leaving the Institution.

A small number of books have been procured for the commencement of a library for the institution. These books I hope will be the nucleus of a library which will increase with the wants of the

institution. I regard it of importance that there be connected with the institution, a library selected with special reference to the wants of the instructos and their pupils. To the former they will afford means for the illustration of the lessons to the class, and to the latter they will be a constant stimulus in the acquisition of knowledge.

Pupils are frequently sent to institutions for the Deaf and Dumb, whose physical or mental condition is such that they can receive no benefit from the course of instruction pursued in such institutions. It is often difficult to ascertain either by letter or even personal inquiry, whether every applicant is a suitable one. Besides many whose first appearance is not prepossessing, afterwards are much improved. The only rule concerning such applicants that seems to be impartial, is to permit all the privilege of a trial, and if it is found that they cannot be benefitted, to have them returned to their homes. The pupils have been returned to their homes whom we have not been able to benefit. If there be any difficult duty for me to perform, and one from the performance of which I would be excused, it is to return a pupil to its parents, informing them it cannot be educated. The course of that I have pursued is analagous to that pursued by the principals of other institutions like our own. The President of the New York institution thus remarks in the twenty-ninth annual report of that institution, upon this subject: "Such cases not unfrequently occur. Children are sometimes sent to us, whom, on trial, we find to be dumb, not from deafness, but from defective intellect, while a few who are, actually deaf, have other infirmities superadded, that make their stay in the institution detrimental to it without benefit to themselves. The appropriate object of our institution, is to develop and cultivate the minds of those who, by the congenital or accidental loss of hearing, and by that loss alone have been cut off from the ordinary sources of knowledge. Derangements of the mental functions, or of the nervous system, are entirely out of our province."

The good health that has prevailed among the pupils the past

year, is a great reason for thankfulness to our kind Heavenly Father. There has been no critical case of sickness. Frequent cases of indisposition have occurred, as must always be the case among such a number of pupils, but they are generally relieved by timely remedies and attentions from those to whose care the health of the pupils is entrusted. Yet it is our melancholy duty to record the death of one of our most promising pupils, Miss Helen Hews, of Eagle, Waukesha county. She will be recollected as the little girl with flaxen ringlets, who excited so much interest at the exhibition of the pupils before the legislature during the last winter. Her death was occasioned not by disease, but by accident. It occurred not during the session of the school, but while visiting her home in the vacation. While her two little sisters were playing near the railroad track, by her father's house, she saw a train of cars approaching in the distance, and ran to apprise them of their danger, when suddenly another train from behind struck her, causing instant death. It was an accident for which no one could be blamed, not even herself, for she lost her life in a noble endeavor to save that of others. Her seeming untimely death is deplored by her instructors and her classmates. Amidst the activities of life her memory will soon be forgotten, yet her child-life of fourteen years was not altogether useless, for by her proficiency in her studies, her sprightly disposition, and her bright appearance, she did much to awaken an interest in the education of the deaf mutes of our State.

NUMBER OF PUPILS.

The number of pupils who have been under instruction during the past year is thirty one. The number in actual attendance at the present time is twenty-six. One of these is from the state of Illinois. The number of pupils has more than doubled during the past year. By correspondence and personal inquiry, I have learned of quite a number who ought to be under instruction.—Many of these are kept at home, and consequently in ignorance, for reasons the most trivial, while others are retained from the

feeling so natural to parents, which dreads a separation from their children. I have heard of many others who are too young to enter the institution, but who in a few years will be old enough to enjoy its advantages. The number to be provided for in the coming year, will at least amount to thirty-five or forty. From the fact that the pupils of a Deaf and Dumb Institution are to be collected from all portions of the state, and that many of them live in retired localities, the increase of pupils must necessarily be small. Yet in this respect, this institution does not suffer in comparison with that of other institutions for the Deaf and Dumb in their infancy. The New York Institution for the Deaf and Dumb was opened with a class of only four pupils, and the number has increased, until now it has become a school of over two hundred and sixty pupils. Mr. H. N. Hubbell, Esq., the former Superintendent of the Ohio Institution, has kindly furnished me with the following account of the infancy of that institution.

"I commenced teaching in October, 1829, if I rightly recollect, and all the pupils I could get together to begin with, after six months advertising in the papers were three pupils, and this was two or three weeks after we should have begun, not one having made his appearance at the day appointed, viz: the 1st of October. One of the three was idiotic. Another died insane in our County Infirmary, after having been at the Institution a number of years. Only one of the first made a man—this was Mr. Fleniken. He lives a few miles from Columbus, and sometimes visits the Institution with his wife, who is deaf and dumb. The whole number who came in the first year was nine. These dropped in one after another during the year. The second year we had eighteen or twenty. The third year, twenty five to thirty, increasing some ten a year during several of the first years." From such beginnings, the Ohio Institution has increased until now it numbers about one hundred and sixty pupils. The Indiana Institution was established in 1843, twelve years ago, and now numbers one hundred and sixty pupils. When we consider the rapidity with which our state is increasing in population, the deep

interest already manifested in the success of its educational Institutions, and the number of railroads completed and in progress which will bring this institution within a few hours ride of any portion of the state, we cannot but believe that the same glorious career of usefulness awaits this institution as the ones to which we have alluded. This being the case, it is the dictate of prudence that our plans should have reference not merely to the present necessities of the Institution, but to its future prospects.

FREE ADMISSION OF PUPILS.

By a reference to the rules adopted by yourselves for the government of the Institution, it will be seen that they provide that "All the deaf and dumb of the state, between the ages of ten and thirty years, are entitled to an education, without charge for board or tuition in this Institution, on compliance with its rules." This places all the unfortunate deaf and dumb of the state upon an equality in respect to the opportunity of obtaining an education. It makes no distinction between the rich and the poor, but considers them both equally entitled to the privileges of the Institution. This rule, however, conflicts with the act which was passed by the legislature, incorporating the institution; for that provides that the parents of the pupils who possess means shall pay for the board and tuition of their children. It will be necessary to have the act of incorporation amended so that there shall be no conflict between it and the regulations of the Institution. This question of the free admission of pupils excited much attention in the "Third Convention of the American Instructors of the Deaf and Dumb," held at the Ohio Institution, in August, 1853. A resolution was unanimously adopted, approving of the free education of all the pupils of each state. The states of Ohio, Indiana, and Illinois have proffered free education to all the deaf and dumb within their limits, and it is desirable that Wisconsin should be no less generous to her unfortunates. Wisconsin has amply provided for the education of her speaking and hearing children in the common schools and university of the state. From this patrimony are the

deaf and dumb excluded by their infirmity. Justice to them would require that this loss be made up to them in some other form. It seems unjust that the parent of a deaf and dumb child, who is wealthy and pays his proportion of the public taxes by which the institution is supported, should also pay for the education of his child in the institution, while the parent of another child pays little or no taxes and then has his child educated without charge. This seems like imposing a double burden upon the former parents. The small amount that might be received from pay pupils would not compensate for the disadvantages that would result from the existence in a state institution of these two classes of pupils.—Mutes possess the same human nature as speaking mortals, and invidious distinctions are very easily drawn by them, concerning the superiority of one class of pupils above the other. In the practical workings of an institution it is important that such things should be avoided. Besides, if such a distinction be made, some parents who may be able to support their child away from home, may not think themselves thus able and the unfortunate child will grow up in ignorance. With free admission it is found difficult to collect in the mutes from the different parts of the state. How much more difficult would it be if this distinction be allowed. In relation to this point, Mr. Kerr, Principal of the Missouri Institution for the Deaf and Dumb, at the convention to which allusion has been made, said “when he attempted to get up a school in Missouri with this distinction, he worked months to get only three scholars. He went to the Attorney General and said if the distinction between pay and state pupils was really in the law it was in vain to try to get up a school. It was agreed to receive all without distinction. The scholars then came in rapidly. He went to the legislature and asked an appropriation, and thirty thousand dollars was made for a suitable building and other appropriations would follow.” From these considerations I think that all the deaf and dumb of the state should be entitled to free admission into this Institution, and that an amendment be made to the act of incorporation.

EMPLOYMENT OF PUPILS.

I would urge upon your attention the propriety of introducing as soon as practicable, a mechanical department as an essential part of the system of instruction. The proper education of the deaf and dumb contemplates a development of all their powers. To this end instruction in various handicrafts has been introduced in nearly all the American Institutions. The benefits to be derived from such a department of instruction are self-evident. Habits of industry would be promoted, skill in the use of tools would be acquired, and many moments otherwise lost would be profitably employed. More than this it would furnish to many of the pupils a means of support after leaving the institution. The time to be employed in such a department should be regulated so as not to encroach upon the hours allotted to study or recreation, for the health of the pupils, and their advancement in knowledge should be considered as of the first importance.

It is the settled policy of the older institutions to have a mechanical department, as an essential part of the system of instruction. No Institution is complete without this department. It has also been demonstrated that after the erection of necessary buildings and a supply of material, very little expense attends this department. In some of the trades, as that of coopering, there has, in the Indiana Institution, a profit been realized. In the Virginia Institution, I notice that they are not a charge upon the finances of the institution. It is unquestionable that some trades could be introduced that would not materially increase the expenses of the institution. Of their utility as a part of the system of instruction, there is no question among the various instructors of the deaf and dumb. Among the male pupils of this institution there are many who at this moment should be receiving instruction in some useful trade. A mechanical department could be introduced at this time as well as at a later period. From the fact that the pupil can spend only a short period of each day in receiving instruction in this department, it is for his benefit that it be introduced as soon as practicable.

From these considerations I would respectfully suggest the propriety of receiving from the legislature, an appropriation for the erection of suitable workshops in which to prosecute such trades as the experience of other institutions have demonstrated to be the most suitable.

HOME EDUCATION OF THE DEAF AND DUMB.

It is of the greatest importance that something be done at home for the education of a child before it reaches the age proper to be admitted into an institution. It is surprising what a small number of those admitted as pupils, have had any instruction at home. A few parents have, indeed, taught their children, before bringing them to the institution, to form the letters of the alphabet, and write the names of simple objects. The contrast between such children and those permitted to grow up without any instruction at home, is most striking. Their mental faculties are thus awakened, and their progress at school is much more rapid than those who have had no previous training. Much can be done by every parent, if they will only make the effort, and persevere in a daily effort to teach it something. What parent is there that does not love its unfortunate child enough to devote an hour of each day to such a work? But how shall I proceed in the inquiry?

First, let the parent learn himself, and then learn the child, the manual alphabet, by which the letters are represented by the hand.

Then let the parent or friend write the following simple words on a slate, having the child observe how he forms each letter, viz adz, fan, map, cow, box, jar, sky, hat, quill, glove. These ten little words comprise all the letters of the alphabet.

Then show him a picture of each of the objects represented by the words, or show him the object itself, having him spell each word with his fingers, or write it on the slate, as the object is presented to his mind.

Having thoroughly taught him to write and spell these ten words then teach him the names of familiar objects about the house, and

the names of his parents and relatives ; afterwards perform various actions and have the child write out the names of such actions.

A system of signs will spontaneously arise between the parent and the child by which they will try to express ideas. This will be of service if care be taken to always make the same sign for one object, and not have two signs for the same thing. Such a course as this will require the exertion of much patience, but it will be repaid a thousand fold in the self respect that will be imparted to the child, and its preparation to reap all the advantages of the course of instruction of an institution.

MORAL IMPROVEMENT OF THE DEAF AND DUMB.

The crowning excellence of an institution for the education of the deaf and dumb is the marked change it effects in the moral character of its pupils. Speaking children from their earliest infancy are accustomed to hear moral distinctions drawn by their parents at the fire side, by the different religious instructors of the community, and the judicial tribunals of the state. Besides this, they are subjected to the restraining influences of public opinion, and the refinements and amenities of social life. The deaf and dumb from their infirmity are excluded from the influence of these great moral educators. If plunged into the darkness of paganism their moral condition could be no less deplorable. It is not strange then, that when first brought to an institution, their tempers are often found exceedingly aggravated, both from ignorance and undue indulgence. I am happy to report a marked improvement in the deportment and moral character of the pupils. This improvement has been effected from the introduction of the usual disciplinary means common to other American institutions. One year, however, is too short a period in which to demonstrate their value for bad tempers and bad habits, which are the growth of years of ignorance, and are not to be eradicated in a moment.

Mr. Jacobs, principal of the Kentucky institution, gives the following example of the benefits of the moral culture of a deaf and dumb institution,—the like cases are often exhibited in all institutions :

“We have just dismissed a young woman who was a child ten or eleven years old when she entered the institution, unamiable and ungovernable in the highest degree. Her unhappy disposition, aggravated by the vanity of personal beauty, was proof against all instruction, reproof and discipline, until during the last year of her term. It at last melted down and vanished under the sweet influences of moral and religious instruction. During the past session, she was a model to her companions in industry, attention, gratitude and amiable conduct, and gained the love of her teachers to whom she had previously been only an object of sympathy and forbearance.”

AGE OF ADMISSION OF PUPILS.

In the education of the deaf and dumb, I consider it of the greatest importance that they be placed under instruction at an early age. The rules of this institution admit them when they have attained the age of ten years. They should not be kept away from the institution till a later period than that fixed upon by the rules, which in this respect, are the same as in most of the American Institutions. The New York Institution admits them between the ages of twelve and twenty-five. Sometimes, however, a discretion is exercised, and in some cases they are admitted before the age of twelve years.*

The course of instruction of the American Institution, extends from a period of from five to seven years. It is therefore important, that a pupil should pursue this course at an age, when his powers, both of body and mind, are in a condition to derive from it all of its advantages. It is the opinion of those who have devoted many years to the instruction of this class, that before the age of ten years, a child's powers, both of body and mind, are not sufficiently matured to enter upon the course of instruction common to the American Institutions. The education of the Deaf and Dumb is no pastime, either for the instructor or the pupil. It is a labor, which tasks the physical and mental energies of both, and without which, there is no progress. It is more advantageous

to the child to be under the care of its parents, previous to the age of ten years, who could render to it those attentions that tender years require, especially in the diseases incident to young children.

The chief reason, however, why a pupil should not be admitted before ten years of age, is that it would graduate at too early a period of life, before its physical and mental powers are sufficiently developed, to be able to grapple with the toils incident to those industrial pursuits necessary to its own support. The object of an institution for the Deaf and Dumb, is to prepare this class when they leave its walls, to become worthy citizens, who shall be self-reliant, and shall be able, not only to support themselves, but to share with others in the privileges and responsibilities of citizenship. The pupil is permitted the privileges of the institution from five to seven years. If he enters at ten years of age, he will thus complete his education at the age of seventeen. He can then return to his parents and pass a few years at home, and there with a cultivated intellect, can gain a practical experience of those matters pertaining to every day life, before attaining his minority. When a pupil finally leaves the institution, he is released from those wholesome restraints, which preserve him from many of the temptations of childhood. If he enter the institution at too early an age, he will complete his studies and will be cast upon the world, when perhaps he is too young to resist those evil influences which would make shipwreck of that moral character which has been developed during his course of study.

While there are few parents that desire the admission of pupils at too early an age, there are more who defer their education till too late a period of life. Of these two evils the latter is the most to be deplored. There is no subject that deserves to be so well understood as the evils resulting from delaying the education of a mute. They should be placed under instruction as soon as they attain the age at which they can be admitted into an institution. If this is not done, and they be suffered to remain in ignorance for eighteen or twenty years, the experience of all instructors

have demonstrated the fact, that their education is a work almost of impossibility. For it is a rule to which there are but few exceptions, that the minds of such have become weakened by inactivity, and consequently never can be taught to understand and write connected language; that their tempers have become ungovernable; that they have acquired many vicious habits, strange notions and prejudices; that their natures have become very suspicious; and that their animal propensities have become too greatly developed. All these evils can be avoided by attending to their early education. It is, therefore, alike the dictate of wisdom and humanity, that no expense or efforts should be spared by the parents of the deaf and dumb, by the state and by the trustees and directors of this institution, to secure the early admission and education of every unfortunate mute within the limits of Wisconsin.

RETENTION OF PUPILS AT HOME.

By a reference to the rules for the admission of pupils, it will be seen that the pupil is to be brought to the institution punctually at the commencement of each session, for the period of five years, unless detained at home by his or her own sickness. There is no rule of the institution that is more important than this, both as relates to the pupils' advancement, and the prosperity of the institution itself. The pupils of a Deaf and Dumb Institution are grouped into classes according to their talents and acquirements. Such is the peculiarity of the mode of instruction, that the members of a class are taught not singly; but all at once; the teacher dictating a sentence or narrative, and all the pupils writing it simultaneously upon their slates. Now, if a pupil be tardy in returning to school, the result is, that he falls behind his classmates, and must either go into a lower class, or the other members of the class must be detained until he has caught up with them. Thus he either hinders the advancement of his class, or suffers the inconvenience of being placed in a lower one.

It sometimes happens that parents wish to take their children out of school and retain them at home, after they have been at

school only a few years, and before they have completed the course of instruction. They frequently do this from too high an estimate of the knowledge and acquisitions of their child. The contrast exhibited in the mental and moral condition of the child after being under instruction three or four years, and that presented when first brought to the institution, is truly astonishing. The letters that the pupil writes home often compare favorably with those of its speaking relatives. The little that it has acquired has been learned thoroughly, and it is enabled to make such a display of its knowledge as often leads to wrong inferences as to its real acquirements. The pupil, after being under instruction three or four years, has merely laid the foundation of his education. A good work has been accomplished, if in that time his mind has received sufficient discipline to reap the full benefits of the course of instruction. One year's instruction in the latter part of the course is equal to that of three or four years at the beginning. A great injury, therefore, is done to the pupil, to deprive him of the instruction he would receive in the latter part of his course.

Frequently mutes are met with roaming from place to place, sometimes seeking employment, and sometimes desiring alms.

These are generally half educated, fickle-minded and sometimes vicious. They are those who have either entered an institution when too old to learn much, or those who have left before completing the course of instruction. They are no honor to the great and highly respectable body of educated mutes, nor to the institutions at which they have tarried for a short period. The proper way to prevent the multiplication of such a class is to permit no pupil to leave an institution before completing the regular course of instruction.

Another reason, why this rule should receive attention is because of the injury done to the feelings of the pupil itself, who is peremptorily taken out of the society of classmates with whom it has pursued the same studies and shared in the same labors at improvement. A mute on entering an institution, is placed in a class in which it remains for several years. The class is led suc-

cessively on through the rudiments of language to the more difficult studies pursued. At first the pupil cannot even communicate with its classmates, but gradually it learns the system of signs, and soon is able to enjoy pleasing converse with its companions in study. Vacation comes and the pupil returns home joyful at the anticipation of revisiting familiar scenes. After a few weeks the excitements of home become common place. Not having yet acquired language sufficient to converse with speaking people, and none understanding the sign language, it begins to think of the pleasures of social conversation with its class-mates. It begins to count the days when school will commence and a reunion take place with class-mates in the same pleasures and in the same studies. From year to year the same happy experience is enjoyed only heightened in intensity from the expansion of its intellect. At last the period arrives, when, having completed its studies, it is to leave the Institution for the last time, never to return again as a pupil. But now with cultivated intellect and refined manners, it appreciates the patient labors of its instructors, and takes leave of its class-mates, with a heart filled with love and gratitude towards its instructors, and the State whose munificence has enabled it to be not a mere blank in society, but to become an intelligent and worthy citizen. The advancement and happiness of the pupil and the reputation of the instructor and the institution will require attention to this rule.

TO THE PARENTS OF DEAF AND DUMB CHILDREN.

Those who have been instructors of the unfortunate deaf and dumb for many years, have often noticed the feeling so natural to parents, that dreads the separation from their children, even for the purpose of obtaining an education. A mute child in a family has, by reason of its infirmity, a larger share of the affection of its parents than the other children. It receives many kindly attentions, which are prompted from a generous sympathy for its unfortunate condition. When the idea of sending such a child away from home to obtain an education is first presented to the mind of a parent, the thought that involuntarily rushes into the

mind is whether it will be kindly treated; whether if in case of sickness, proper attention would be given to it. The design of an institution for the deaf and dumb is to secure to the unfortunate mute those kindly attentions, both in health and sickness, that are essential to its education and happiness. The building itself was erected with special reference to their wants. The plan of the building is the same as that of the Indiana institution for the deaf and dumb, with the exception of certain improvements which have been suggested since that building was completed; and it will, when finished, be one of the most elegant structures in the State. All the pupils board in the Institution, and constitute one happy family. They are under the constant supervision of the Principal, the Matron, and the Professors. The government is mild and parental, for by means of the beautiful and expressive language of signs, their instructors are enabled to influence them to an attention to those courtesies and proprieties that characterize ladies and gentlemen. The institution, moreover, is subject to the control of a Board of Trustees, who statedly visit it, and make such an examination into its affairs as will promote a faithful discharge of the duties belonging to its various officers. In sickness, the pupils have those to watch over them to whom they can communicate their wants, and thus obtain relief. They are instructed by those who, from years of experience, have become acquainted with their peculiarities, and know how to adapt their instructions to them. They soon learn to communicate with each other in signs, and thus are removed from that solitude and loneliness in which they are often found at home. On the Sabbath they are assembled in the chapel of the Institution, when, in the language of signs, thanks are rendered to their heavenly Father, and their duties to Him, to their parents and their fellow men, are explained. They have their seasons of recreation, in which they engage in the sports of childhood with all the avidity and happiness of other children. Parents who have visited the Institution and seen the pupils in their studies, in their classes, and in their sports, have wept tears of joy that they lived in a State which possessed

such a noble Institution, so happily adapted to their little unfortunates. It is to be hoped that the parents of deaf and dumb children throughout the State, will visit the Institution and become acquainted with its advantages.

PROGRESS OF DEAF AND DUMB EDUCATION IN AMERICA.

The establishment of an institution for the education of the deaf and dumb, in America, dates back to less than forty years ago. In the year 1817, the American Asylum was established at Hartford, Conn., under the direction of Rev. Thomas Gallandet, assisted by Mr. Laurent Clerc, an educated mute. Mr. Gallandet was under the necessity of proceeding to Europe, to become acquainted with the system of instruction. While in France, he prevailed upon Mr. Clerc to accompany him to America, to aid him in his benevolent enterprise. Mr. Gallandet has ceased from his earthly labors, but he died not until he had seen flourishing Institutions for the education for the Deaf and Dumb established in twelve of the larger states, and hundreds of otherwise unhappy mutes rescued from the grave of ignorance and placed in the enjoyments of knowledge. He died in the year 1851. The respect and love cherished for this benevolent man, has been exhibited by the assembling, during the past year, at Hartford, of a large company of educated mutes, gathered from the different states, to erect a monument to testify their appreciation of his labors. It is a noteworthy circumstance that this monument, in its plan, in its inscription, and in the funds contributed for its erection was wholly the work of the Deaf and Dumb. Mr. Clerc still lives a venerable man, and even now, with the frosts of many winters upon his brow, is associated with the able corps of instructors belonging to the American Asylum. Mr. Gallandet was succeeded by Mr. Weld, who died in 1853. The Rev. W. W. Turner is the present principal of the American Asylum. He is a gentleman of long experience in the profession, of very practical views upon the subject of mute education, and relies more upon inciting the pupil to depend upon his own energies than any artificial helps in the acquisition of knowledge. He is a worthy suc-

cessor of Messrs. Gallendet and Weld. Under his direction the American Asylum will continue to retain its high reputation as the first of the American Institutions.

The second institution established in America was that of New York. It was established in 1818. From the most humble beginnings, it has advanced in its career of usefulness, until now it is second to no other institution of its kind in the civilized world. It numbers over two hundred and sixty pupils, and has in course of erection, buildings which, together with their site, will cost when completed, about \$350,000. The brick, of which the outer walls are composed, are furnished by the enterprize of citizens of this state, being the famous cream-colored brick of Milwaukee. The success which has attended this institution, is mainly owing, under a wise Providence, to the able management, and indomitable perseverance of H. P. Peet, D. L. D., its efficient and obliging President, who for over a quarter of a century has had the direction of its affairs.

The third institution established in America was that of Pennsylvania. It is located at Philadelphia, and was established in 1820. It numbers over one hundred and fifty pupils, and is under the direction of Mr. A. B. Hutten. It has not been our fortune to make the personal acquaintance of this gentleman, but the tasteful manner in which his annual reports are prepared, and the compositions given as specimens of the attainments of his pupils show that he requires a high standard of scholarship.

The fourth institution established in America, was that of Kentucky. This is located at Danville, and was established in 1822. It numbers eighty-seven pupils. It is under the direction of J. A. Jacobs, A. M. Mr. Jacobs has had the direction of this institution for a quarter of a century. He is a gentleman possessing a finely cultivated intellect, great benevolence, varied experience, a retiring and unobtrusive disposition and great fixedness of purpose. It would be difficult for the unfortunate deaf and dumb of Kentucky, to find another man who could have labored so faithfully and patiently in their behalf under the difficulties that have

attended the establishment of an institution in that state. Yet notwithstanding his efforts, "not one-half of the existing mutes of the State, have yet been educated." His main obstacle has been the want of that appreciation of the benefits of an education which characterize citizens of a free State. The institution is now in a better condition than ever before, and its future prospects are most encouraging.

The fifth institution established in America, was that of Ohio. It was established in 1829, and is located at Columbus. Mr. N. Hubbell was the founder of this institution. Previously to undertaking the enterprise, Mr. H. passed a year and a half in the American Asylum, at Hartford, for the purpose of acquiring knowledge of the system of instruction. Assisted by Mr. D. E. Ball, an educated mute, and who is still an instructor in the Ohio Institution, he devoted himself to the work with an energy and perseverance that overcame the obstacles incident to the establishment of an institution in a new state. Mr. Hubbell had the charge of this institution for nearly a quarter of a century, and beheld its growth from a school of three pupils to that of over one hundred and thirty; while the whole number of pupils who received instruction during his administration was four hundred and sixty-two. He is justly regarded as the pioneer of deaf mute education in the west. He resigned the superintendency of this institution in 1851, and retired from labors, which entitle him to the respect of mankind. At the last convention of American instructors of the deaf and dumb, which took place at the Ohio Institution, Mr. Hubbell was presented with a service of plate by his former pupils. "For nearly a quarter of a century they found in him an able instructor, a wise counsellor, and a faithful friend. Mr. Hubbell was succeeded by the Rev. J. Addison Cary, for nineteen years an honored instructor in the New York Institution whose career of usefulness was terminated by death in one year after entering upon his duties." Rev. Collins Stone, was called to take the place vacated by the death of Mr. Cary. He was for nineteen years an instructor in the American Asylum, at Har

ford. As a gentleman, a scholar, and an instructor, he is eminently fitted to give direction to the *alma mater* of the superintendents of the Deaf and Dumb Institutions of Indiana, Illinois, Tennessee, Louisiana and Wisconsin.

There are now in the United States sixteen well established institutions for the education of the deaf and dumb, viz: those of the states of Connecticut, New York, Pennsylvania, Kentucky, Ohio, Indiana, Illinois, North Carolina, South Carolina, Virginia, Georgia, Louisiana, Missouri, Tennessee, Michigan and Wisconsin. These first five institutions, a sketch of whose rise and progress we have given, are the parents of all the others. For in those five the superintendents and instructors of the others received their education to fit them for their peculiar work. Some of these already vie with their parent institutions. In this respect the Institution of Indiana deserves especial mention. It was established in 1843, only twelve years ago, and now numbers one hundred and sixty pupils. The Rev. Thomas MacIntyre is its present superintendent. Mr. MacIntyre's experience in other institutions eminently fits him for the prudent management of an institution whose career has been signally prosperous.

The progress of mute education is shown not only in the history of the establishment of institutions, but in the efforts made to advance the standard of scholarship in the several institutions. As a means to this, conventions of the instructors have been and are to be held from time to time. The instructors of the deaf and dumb are scattered over sixteen states, consequently, are widely separated from each other. The assembling of instructors at suitable periods, affords a fine opportunity for a comparison of views upon the best methods of teaching, and matters connected with the management of an institution. Three of these conventions have already taken place, and the essays read, and discussions held, have been embodied in the printed volumes of the proceedings of the convention. These conventions provoke a laudable rivalry among the several institutions, and therefore, incite the instructors to greater exertions in behalf of their own institutions.

The fourth convention of the American instructors of the deaf and dumb, is to be held at the Virginia institution, in Staunton, on the last Wednesday in July, of the coming year.

The most gratifying sign of progress has been the recent establishment of classes for the instruction of mutes "in the higher branches of learning." Two of these classes have been established in this country. One in connection with the American Asylum at Hartford, the other in connection with the New-York Institution. The high class sustains about the same relation to the other classes in an Institution, that a college does to the common school. It is composed of a select number of the graduates of the inferior classes whose talents, acquirements and inclination give promise of their ability to master the higher branches and thus fit themselves for higher walks of usefulness. The reason of the establishment of a high class is the fact that it has demonstrated that the difficulties the deaf and dumb pupil meets with in the acquisition of written language are so great that very few of the graduates of existing institutions acquire such a knowledge of language as to be able to read understandingly the numerous works in the different branches of English literature. The late Dr. Itard of Paris, for nearly forty years physician to the National institution of France, left at his death a perpetual income of 8,000 francs for the foundation of a *class de perfectionnement*, or high class in that institution. The reason he assigns is that to him it is "a demonstrated truth, that nearly all our deaf mutes, at the end of the six years allowed for their instruction, find it beyond their ability to read with perfect understanding the greater part of the works of our language."

To admit such a fact is rather humiliating to the instructors of the deaf and dumb. But it must be remembered that the discovery of the possibility of their education dates back to less than three centuries ago; that very little was done till the genius of De l'Epee demonstrated its practicability; that it is only thirty-eight years since the first school was established in America; that the mute's education does not commence till ten or twelve years

of age, a period when speaking children have acquired not only the use of language, but many of the great facts of history and science; that he has two languages to learn, viz: the language of signs, and written language, the former of which must be first learned as a means to acquire the latter; and that to him the acquisition of a written language is more difficult than Hebrew, Greek, Latin, or any other dead language would be to one of us, for the analogies of written language would greatly assist us while the mute could derive no aid from this great help in the acquisition of different languages.

The course of study pursued in the high class, besides a continuance of the common branches, is to embrace as far as practicable, instruction in Drawing, Natural Philosophy, Natural History, Geometry, Algebra, Logic, Intellectual and Mental Philosophy. The time allotted to instruction in this class is to extend through a period of three years. The success which has attended such an experiment in the National Deaf and Dumb Institution of France, and the result already exhibited in the high classes of the institutions of New England and New York, have demonstrated the wisdom of the projectors of the classes. The benefits anticipated from such a class is that it will enable those who avail themselves of its advantages to understand and appreciate the standard works of English literature, and thus add to their mental enjoyment; that it will qualify them to engage in more remunerative employments than they have hitherto been able; that it will qualify many of them to be able instructors of their fellow mutes; and that the existence of such a class, in an institution, as has been remarked by Dr. Peet in his report of his visit to the European Institutions, "would improve the general standard of scholarship in the infirm classes, stimulating each pupil to strive after the honor of becoming one of its members, circulating new ideas, and encouraging a more elevated style of conversation, by the free intercourse which the members of this class have with the other pupils at the times of recreation;" and that, moreover, it will be a great help in the discipline of an institution for the moral influence of such a

class of young ladies and gentlemen, would be most salutary upon the order of an institution, as the chastened tempers, the refined manners, and correct morals of the high class could be held up to the inferior classes as a standard worthy of their imitation.

The example of the establishment of the high class in the two oldest and most honored of the American Institutions will lead to the establishment of like classes in the other institutions. It will usher in a new era in the cause of deaf mute education, and so enlighten public opinion that it will be no longer a wonder that a mute can be educated, but a disgrace that any should grow up in an enlightened community without having been permitted to reap all the advantages of a well conducted Institution.

CONCLUSION.

In concluding my report, I am reminded, that only six years have elapsed since Wisconsin entered the sisterhood of states, and that our present chief magistrate was the first, I believe who formally presented in his message, the claims of the Institutions for the Insane, the Blind and the Deaf and Dumb to the consideration of the legislature. The response made to his suggestions is, I hope, an earnest of the future interest it will manifest in their prosperity. Happy State! so early in the possession of such retreats for her unfortunates. While I think myself honored in being entrusted with the direction of this noble charity, I am aware of the responsibilities of my position. The experience of the past year to me is full of instruction and encouragement. From it I hope to derive many incitements to the faithful discharge of my duties. May I not cherish the hope that when the 'fever of youth' shall give place to the tranquility of age I shall behold, as the reward of my labors a numerous company of mutes restored to their friends, and to society with minds educated so as to appreciate the privileges of citizenship. I thank you, gentlemen, for the assistance and encouragement you have given me during the past year. May it be permitted us here to behold all the smiles of Provi-

dence, the liberality of the State, and the industry of faithful officers can accomplish for the unfortunate mute.

Respectfully submitted,

LOUIS H. JENKINS,

Principal.

INSTITUTION FOR THE DEAF AND DUMB,
DELEVAN, December 25th, 1854.

ACKNOWLEDGEMENTS.

Many thanks are due H. P. Peet, L. L. D., the President of the New York Institution, for his aid in procuring slates from Europe, and other services so valuable to me in this new enterprise. Also to H. N. Hubbell, Esq., former superintendent of the Ohio Institution, for his selection of a number of books for the library of the institution. The superintendent of the Milwaukee and Mississippi railroad, deserves especial notice for granting free passage over the road of myself and pupils. To the gentlemen connected with the public press of Wisconsin, I would express my gratitude for the interest they have manifested towards the establishment of the institution. They gratuitously inserted numerous articles in their papers, calling the attention of the public to its importance. They freely inserted articles prepared by myself in the most conspicuous columns of their journals. Their reward must be in the pleasant consciousness that they have shared in the honor of ushering into life a most noble institution, and that there are now pupils making advancement in knowledge who otherwise would be groping in ignorance. The editors of the Argus and Democrat, Journal, of Madison; of the Milwaukee Sentinel, of the Morning News, of the Wisconsin, of Milwaukee; of the ——— of Janesville; Chronotype, of Waukesha, and the Rural New York, of Rochester, N. Y., have gratuitously forwarded their papers to the institution. These journals are of great value, for many articles in them are communicated to the younger pupils in signs by their instructors, while those of the pupils who are more advanced take great interest in reading the current events. A continuance of the above journals, and those of other editors, is respectfully solicited.

LIST OF PUPILS DURING THE YEAR.

<i>Names.</i>	<i>Town.</i>	<i>County.</i>
Duane Arnold,	Oak Grove,	Dodge.
Henry L. Bingham,	Koshkonong,	Jefferson.
Amelia Bishop,	Janesville,	Rock.
Mary Bennett,	Waukesha,	Waukesha.
Thomas Clarkson,	Springfield,	Dane.
Austin Churchill,	Waukesha,	Waukesha.
Ariadna P. Cheesebro,	Darien,	Walworth.
James A. Dudley,	"	"
Philip S. Englehardt,	Milwaukee,	Milwaukee.
Washington Farrer,	Summerville,	Rock.
Sarah Fitzgerald,	Milwaukee,	Milwaukee.
Betsey Hews,	Eagle,	Waukesha.
Charles Hews,	"	"
Abram Hews,	"	"
Helen Hews,	"	"
Wm. L. Helmer,	Hartford,	Washington
Thomas Jones,	Genesee,	Waukesha.
Clarissa B. Kingman,	Dell Prairie,	Adams.
Mordecai Lowe,	La Fayette,	Walworth.
Annie Lever,	Maustown,	Adams.
Patrick Noland,	Aran,	McHenry, Ill.
John O'Donnell,	Milwaukee,	Milwaukee.
Matthew O'Niel,	"	"
Albert Pierce,	La Fayette,	Walworth.
John Rolfe,	Brooklyn,	Green.
Mary Shaub,	Oshkosh,	Winnebago.
John U. Richards,	Delevan,	Walworth.
James Taylor,	Mt. Pleasant,	Racine.
George Laylor,	"	"
Sarah Taylor,	"	"
Harvey Taylor,	Iron Ridge,	Dodge.

Whole number of pupils during the year,

31.

*Expenditures and receipts of the Deaf and Dumb Institute, for
the year, 1854:*

Provisions, - - - - -	\$989 07
Bed clothing and incidentals, - - - - -	306 89
Salaries of officers, - - - - -	826 68
Furniture, - - - - -	767 67
Labor, - - - - -	200 90
Fuel, - - - - -	77 50
Medical services and medicine, - - - - -	46 53
Books for library, and stationery, - - - - -	68 93
Rent of a hired house, - - - - -	57 70
Postage, - - - - -	8 80
Brick oven, fixtures and repairs, - - - - -	130 47
Slates from Europe, - - - - -	131 28
Exhibition expenses, - - - - -	138 64
	\$3,751 06
Cash received, - - - - -	3,174 36
	\$576 70

REGULATIONS

OF THE WISCONSIN INSTITUTION FOR THE DEAF AND DUMB; ADOPTED BY
THE TRUSTEES, APRIL 10, 1854.

1. The regular meeting of the Board of Trustees, shall be held on the second Wednesday of December and the second Wednesday of June, of each year.

2. At the regular meeting in December, the trustees will appoint one of their number president, and a secretary.

3. The president will preside at the meetings; call special meetings at the request of two members of the board or the superintendent, and sign all orders on the treasurer.

4. The secretary will keep an accurate account of all proceedings of the board, which, when approved, shall be signed by himself and the president.

5. In the absence of the president or secretary, their places shall be filled by *pro tempore* appointments. And in the absence of the president, two trustees may call a meeting.

6. A quorum of the trustees at any regular or special meeting, shall have power to elect any officer of this institution in case of vacancy, resignation or removal from office.

OFFICERS OF THE INSTITUTION.

1. The officers of the institution shall consist of a principal, professors, steward, physician and matron.

2. They shall be elected by the board of trustees, and shall hold office during good behavior and competency to discharge the duties of their several offices.

3. The principal shall have power to nominate individuals for professors.

4. It shall require six of the trustees to displace an officer of the institution during his term; and any officer leaving the institution without the consent of the board of trustees during such term, shall forfeit one quarter's salary.

5. Any individual nominated as professor, shall before his election by the board of trustees, signify his intention in writing of making the business of teaching the deaf and dumb, his profession for life.

THE PRINCIPAL.

1. The Principal shall be the executive head of the Institution, and the organ of communication with the subordinate departments.

2. He shall reside in the Institution, and have the general direction and control of all its concerns, with the counsel and advice of the executive committee. He shall have the power to make such regulations of internal police as he may deem most conducive to the order, efficiency, and practical usefulness of the system of government and instruction, and all orders emanating from him are to be implicitly obeyed by those who shall be engaged as instructors or professors of the institution, or for the discharge of any of the various duties connected with its immediate management. It being understood that he is subject, of course, to the yet higher power of the Board, which may, at its discretion, modify or repeal any regulation which may be made under the provisions of this by law.

3. He shall implicitly obey all orders and instructions of the Board; and carry out, in good faith, any system of operations which they may direct.

4. He shall hire, assign the duties, direct, so far as he may deem proper, and dismiss, when he may consider it necessary, all persons, not officers, whom it may be requisite to employ.

5. No subordinate officer shall contravene, or interfere, in the slightest degree, with directions given at any time by the superintendent to the pupils, or to the persons by him employed; but on the contrary, they are to give their efficient countenance and support to all such directions, and report to him any neglect or act of disobedience.

6. The superintendent shall teach the pupils, and require the persons employed, to respect and obey the other officers, in the proper discharge of their appropriate duties.

7. His government of the pupils, though firm and unwavering, shall be mild and parental.

8. He shall teach the pupils to act from principle, and not from fear. He shall inculcate respect, and govern them, as much as possible, by the influence of moral suasion.

9. He shall superintend and direct the intellectual, moral, and religious instruction of the pupils.

10. He shall pay especial attention to the health and comfort of the pupils. And when the boys are engaged in labor, he shall entrust them to some responsible person connected with the institution.

11. In his management of the finances, he shall practice the most rigid economy, consistent with the comfort of the pupils, and the prosperity of the institution.

12. He shall, from time to time, communicate to the trustees such information as he may think necessary, or as they may require, in regard to the operation of the institution, and the manner in which the various officers perform their duties.

13. He shall frequently inspect all parts of the establishment, and take the most efficient, or even stringent measures for en-

forcing neatness, order, and regularity in all departments. And it shall be his duty immediately to discharge any person employed who shall appear inefficient, neglect allotted duties, or manifest a spirit of insubordination.

14. He shall keep a register of pupils, and such other books as may be designated by the directors, in such form as they may prescribe.

15. It shall be his duty to attend all meetings of the Board of Trustees; and he may speak upon matter under discussion.

PROFESSORS.

1. The Professors shall instruct the pupils under the direction of the principal; perform in rotation the duty of supervision over the male pupils, during the hours of relaxation and study out of school; attend the visitors, and perform such other duties connected with the department of instruction, the library and cabinet, as the principal may, from time to time, delegate to them.

2. Those of them who reside at the Institution; and those who are entitled to the privilege of dining there, shall take their meals at the same hours, and at the same table in the dining-room with the family.

3. During the time allotted to study out of school, they shall see that the boys learn the lessons assigned them, and preserve the same order as in the school rooms.

4. During the hours appropriated to recreation, the Teacher in charge of the boys shall encourage them to take active exercise, under his supervision. He shall be responsible for their safety and orderly conduct while under his supervision, and shall restrain them from visiting all places allotted to the use of the girls, or which may be forbidden them by the superintendent.

5. They shall take such part in the religious instruction of the pupils as may be assigned them by the superintendent.

6. They shall, at all times, give their efficient support to the other officers of the institution, by inculcating in the minds of their respective classes proper principles of good order and obedience;

and they shall never intimate to them matters to the discredit of any officer of the asylum.

7. They shall carefully abstain from all interference with the duties of other officers; and, at no time, use any but courteous and respectful language in their intercourse with them.

8. They are to regard these rules as stating only a few among the numerous duties which they are expected to perform; and are always to manifest their devotion to the interest of the institution by cheerfully performing any other duties which circumstances, or the directions of the superintendent, may require.

THE STEWARD.

1. The Steward, in addition to the duties prescribed by law, shall act, when required, as the clerk of the superintendent; and, under his direction, he shall perform the following duties:

2. He shall purchase such articles of provisions as may be necessary for the household, and such other things for the institution as the principal shall direct.

3. He shall see that, during the hours appropriated to labor the boys are industriously employed; and to secure this end, he shall labor with them.

4. He shall see that the cellars, and such portions of the pavements and grounds as may be committed to his charge, are kept in the most perfect order.

5. He shall have especial charge of the furnaces and fires about the establishment. He shall, before retiring to rest each night, pass through the cellars and other parts, except the portion occupied by females, where there may have been fires or lights, and see that all is safe, and the doors and windows secured. And he may, on no account, entrust the performance of this duty to another person, unless he previously, in each case, obtain the consent of the Superintendent.

6. He shall attend to the purchase of such articles of provisions as may be brought to the Institution for sale. And, that he

may be found at any time, he shall keep his whereabouts marked upon a slate in the office of the Institution.

8. He shall keep a book containing a regular account of all monies received and expended by him, with vouchers for the same.

8. He shall, at the regular meetings of the Board of Trustees, present an abstract of all classes of expenditure.

9. He shall see that the boys keep their clothes properly arranged in their trunks and drawers.

10. He shall be responsible for the safety of the boys, while at their labor; and while going to and returning from the same.

11. He shall see that the boys rise and retire at the appointed hours; and, with fifteen minutes from the time of their retiring to rest, he shall see that all their lights are extinguished, except such as may be necessary in case of sickness.

12. He shall not consider the above By-Laws as the measure of his duties and responsibilities, but is to render himself generally useful in every way within his power.

THE MATRON.

1. The Matron shall have charge of the girls, when not in school, and also of such parts of the domestic arrangements as may be assigned her by the Superintendent; and under his direction, she will perform the following duties:

2. She will see that, when out of school, the girls are as much as possible secluded from the society of the male pupils; and that, during study hours, they learn the lessons assigned them by their teachers. She will see that the girls are industriously employed during the hours appropriated to labor; that they make, so far as practicable, the clothes for pupils clothed by the Asylum; repair their own clothes and those of the male pupils; and do the ironing for the inmates.

3. She will, at all times, see that the girls take a sufficient amount of healthy exercise and recreation.

4. She will pay particular attention to the cleanliness of the persons, and the neat appearance of the girls.

5. She will teach them those rational principles of refinement peculiar to the female character, and instruct them as to their proper deportment on all occasions.

6. She will see that all parts of the establishment are kept in the neatest order.

7. She will enter, or cause to be entered, in a book kept for that purpose, a list of the articles of clothing belonging to each pupil, and see that the same be carefully preserved.

8. She will see that the washing and ironing be done in a neat and careful manner: that no article be lost: and that the clothing after ironing, be assorted by some careful person.

9. She will see that the provisions be carefully preserved, and economically used.

10. The Superintendent may, at his discretion, release the Matron from the supervision of such portions of the domestic affairs as he may deem proper, acting upon the principle that her services in the care of the young ladies are most valuable to the Asylum.

11. The Matron shall have such control over the persons employed as the Superintendent may deem necessary for the performance of the labors assigned her supervision.

12. After the pupils have retired to rest at night, the Matron will pass through the apartments occupied by the females, and see that the building is safe from fire.

PUPILS.

1. Pupils may be received and dismissed only by the principal and the sanction of the executive committee.

2. Every pupil who has not been vaccinated before being received in the institution, shall be vaccinated without delay.

3. Pupils honorably dismissed from the Institution shall receive a certificate signed by the principal.

RULES

FOR THE ADMISSION OF PUPILS, &c.

1. All the Deaf and Dumb of the State, between the ages of ten and thirty years, are entitled to an education, without charge for board or tuition, in this institution, upon compliance with its rules. No certificate of any kind is required for admission. Persons, however, desirous of placing a pupil in the school, should write to the superintendent, informing him of the name, age, residence of the mute, the cause, if any, of deafness, &c. The superintendent will immediately answer, stating the time when the pupil will be received. This course is, in all cases, recommended, though none will be refused who come at the commencement of the session. Applications in behalf of persons of more or less than the required age, will be considered by the trustees, who reserve to themselves the right to accept or reject such applicants, as they may deem just and proper.

2. Pupils from other States are received at the rate of one hundred dollars per annum, for board and tuition.

3. The length of the course of instruction is five years; and, that the pupils may become more proficient in their studies, they are allowed and advised to remain one year more. At the end of six years, the superintendent may select such pupils as he may consider would be particularly benefitted by continuing longer at school; and, if approved of by the Board of Trustees, they shall be permitted to remain an additional year.

4. Pupils will be admitted on the following conditions: 1st. The pupil, well provided with clothes, is to be brought to the institution punctually, at the commencement of each session, for the period of five years, unless detained at home by his or her own sickness. 2d. The pupil is to remain in the school until the last Wednesday in July, of each year. 3d. No parent or guardian shall be allowed to take a pupil out of the school, without the consent of the board of trustees.

5. It is the intention of the trustees, to render the institution self-supporting, so far as practicable, and that every pupil, on leaving its walls, shall be so proficient in some useful occupation or trade, as to be able to procure a livelihood, without reliance on the charities of others. In accordance with this design, all the scholars will be required to labor a portion of each day, the girls in performing the lighter kinds of house work, and in various kinds of needle work, as plain sewing, ornamental work, dress making, or millinery, &c.; and the boys at various trades, the necessary work about the asylum, and the cultivation of the farm and garden.

6. The annual sessions of the school continue ten months, commencing on the first Wednesday in September, and closing on the last Wednesday in June. Every pupil is to come promptly, on or before the first day of the session, and is to remain until the last day of the same. The only exceptions allowed, are cases of sickness, or where leave of absence in writing has been granted, either by the principal, or in case of the absence of the principal, the professor to whom he has delegated the power.

7. No pupil, unless under extraordinary circumstances, can be received at any other time than the commencement of the session.

8. Parents and guardians are required to furnish annually to each pupil, the following supply of clothing:

FOR THE MALE PUPILS.

WINTER CLOTHING.

2 Coats,	5 Pairs of Socks,
2 Vests,	1 Pair of Boots,
2 Pair of Pantaloon,	2 Pairs of Shoes,
5 Shirts,	2 Hats, or 1 Hat and 1 Cap.

SUMMER CLOTHING.

2 Coats,	2 Pairs of Pantaloon,
2 Vests,	1 Palm-leaf Hat.

ADDITIONAL ARTICLES.

- | | |
|-------------------------|-------------------------|
| 2 Ivory Combs, | 2 Pair Suspenders. |
| 2 Pair of Wooden Combs, | 2 Pocket-handkerchiefs. |

FOR THE FEMALE PUPILS.

- | | |
|----------------------------------|-----------------------------|
| 3 or 4 Calico Dresses, | 2 Pair of Summer Stockings, |
| 1 Woolen or Worsted Dress, | 2 Pair of Winter Stockings, |
| 1 Sunday and 1 Sun Bonnet, | 2 Night Gowns, |
| 2 Pocket-handkerchiefs, | 3 Pair of Shoes, |
| 2 or 3 changes of Underclothing. | |

ADDITIONAL ARTICLES.

- | | |
|-----------------------------|---------------|
| 1 Shawl, | 2 Hair Combs, |
| 1 Coarse and 2 Ivory Combs. | |

In addition to the above outfit, a sum of not less than \$3 is to be deposited with the superintendent for incidental expenses, repair of shoes, &c ; any part of which remaining unexpended will be returned at the close of the session.

It is not intended that the clothing should be of an expensive kind. For boys' winter apparel, plain home-made cloth is sufficiently good. For summer wear, country-linen will answer for pants, with some kind of dark goods or prints for coats and vests. Girls' calico dresses may be made of a cheap article, which will not fade ; and while for older girls, at least, one pair of morocco shoes should be furnished, one or both the other pair should be of good calf-skin. On all articles of clothing which it is possible to mark, the full name of the pupil should be written with indelible ink. Each pupil should be supplied with a trunk or a chest.

10. Those persons bringing pupils to, or taking them away, cannot be furnished with board, lodging, or horse-keeping at the asylum.

11. All business letters, or letters of inquiry in regard to pupils in the asylum, or those whom it may be designed to place there; should be addressed to

LOUIS H. JENKINS,
Principal of the Deaf and Dumb Institution,
Delevan, Wisconsin.

COMPOSITIONS OF THE PUPILS.

ABOUT A WOLF.

Mr. Putnam lived in Connecticut. Mr. P. called his negro. They took his gun. They went into the woods. They called his dog. The dog came to them. They send dog to smell on the snow after tracks. They followed the dog. The dog went to the den. They looked in the den. Mr. P. sent negro to go into the den. But the negro was afraid. Mr. P. tied rope round leg. Mr. P. took his candles in the hand. Mr. P. told negro to hold rope. Mr. P. took his candles, club and gun. Mr. P. went into the den. Mr. P. looked at the red eyes of the wolf which growled. The negro hauled him out of the den. Mr. P. told negro he made a mistake. Mr. P. went into the den. Mr. P. looked at the wolf and red eyes. Mr. P. shot at wolf's forehead. The wolf was killed. The negro hauled him out of the den. Mr. P. put the gun up the tree. Mr. P. went into the den. Mr. P. looked for the wolf. Mr. P. held it. The negro hauled him out of the den. Mr. P. put it on the ground. They looked at the new wolf's sharp teeth. They took it. They carried it to the house. They put it on the floor. Mr. P. called his wife and a woman. She looked at the large wolf. They were pleased.

ABOUT AN INDIAN AND A WHITE MAN.

Some years ago a few white men lived in Virginia. An Indian hunter for the deer in the woods. He was very tired. He saw a

house and he went into the house. He met a man, and the Indian asked for some bread and water. The selfish man did not give some bread and water to him. He told him begone. The Indian was very sorry. The Indian walked some miles, and he arrived at his hut. He was very hungry to eat bread and drink water. Some years afterward the man went the woods, and when the sun set the man lost his way in the woods, and he looked for his house, but he came to the same hut. He asked the Indian to let him stay in his hut. The Indian knew him. The man did not know him. They slept in his hut till sunrise. They ate some food breakfast. The man told the Indian he lost his house. The Indian knew it, and he led him to his house. The Indian asked it, he knew the Indian. The man was ashamed. He was selfish. The Indian told him that if any Indians came and they ask him, must give some bread and water to them. The Indian was a good and kind Indian.

ABOUT MAN AND PRAIRIE WOLF.

A man lived in Texas. He rode a horse into the woods. He travelled through the woods. He heard a wolf howl loudly. He was afraid to ride through the prairie which was on fire. He covered the horse with a blanket. He rode him through the prairie on fire. The wolf did not chase the horse. The wolf ran in the prairie on fire till he was dead. The man rode the horse out of the prairie on fire. It hurt him very severely. The man got off the horse's back. He discovered that the skin was burnt off. He was thirsty and hungry. He heard the wolves howl loudly.—The man rode the horse fast. The wolves ran and chased the horse and he stopped his horse and tied him with the reins round

a tree. He climbed up the tree. He stood on the limbs of the tree. He shot some wolves. He could not kill all, and they destroyed the horse. The wolves could not climb up it. They were hungry. They watched him on the tree. They watched the man one day and night. They heard the buffalo run through the woods. They left and ran away. The man climbed down the tree. He cut down small trees and made them to stand round the ground. He made the fire to destroy the trees. The man had to eat the dead wolf but the wolves could not enter the fire. They dispersed through the woods. The man walked to his house. He told his wife and people about the story. The people and the wife laughed at the story. The man was sorry for his dead horse. The horse was worth 100 dollars.

ABOUT HELEN HEWS.

Miss Helen Hews had been at school one and half years. She tried to study her lessons, then she improve fast. Last vacation we took leave of school and went home. Miss Hews, Master Hews and Miss Helen Hews took leave of school and went home. They were very glad to see their parents, brothers and sisters. Last August Miss Helen Hews took leave of home and was walking on the railroad. The locomotive joined to eighteen cars came behind her while she was walking on the railroad. It could not stop, and the cow catcher threw her down. It ran away. Master Hews saw her lying on the ground near the railroad. He was very afraid and soon ran home. He told his parents, brothers and sisters about Miss Helen Hews, who was now mangled and laid on the ground near the railroad. They were very sorry, and ran to her and carried her home. Parents and Doctors watched her,

who was very much hurt. She could not get better, and she died. The parents and some people felt and wept for her. They put her in a coffin and carried it to the grave. They put it in the ground and filled the grave. Mr. Jenkins explained to the deaf and dumb pupils about her who was dead. They felt sad.

ABOUT NOAH.

The people were wicked and could not love God, but Noah was very good and loved him. God loved Noah and blessed him.—He told Noah that the people were wicked and would destroy them. God told Noah to build a new ark, for he would cause the clouds to rain forty days. Noah obeyed and believed God. He went to the wicked people and preached to them about the bible, but they could not love and obey God, and would laugh at him. Noah was very sorry, and chose some hired men to build the new ark. They built it in twenty years; and the wicked people laughed at Noah as being foolish. He was patient and built it in twenty years. Noah sent two kinds of beasts to go into the ark, and Noah and his family went into the ark. God caused the door to shut. The wicked people could not enter it. God was angry and caused the clouds to rain forty years. They were very afraid of it raining for forty years. They ascended up the mountains, but it increased and covered the mountains with water. They were drowned, and it had rained forty years. Noah and his family were very happy and loved God, because God took care of them in the ark that could not drown in the water. The water abated down to the ground. They went out of the ark, and the sun shine on the world, which was dry again. Noah and his family went out of the ark, and the two kinds of beasts went out of the ark, and

played with each other. They made an altar with stones, and caught the little lamb and put it on the stone. Noah sacrificed it to God, and they thanked God, then he blessed them. They were very happy, for it was a pleasant day. The family had many children, and the world increased in people. They must love and obey God. Noah and his family were pious.